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ANNUAL REPORT
of
SUPERINTENDENT OF PUBLIC INSTRUCTION
DOLORES COLBURG



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October 16, 1973

The Honorable Thomas L. Judge
Governor
State of Montana
State Capitol
Helena, Montana 59601

Dear Governor Judge:

In accordance with the requirements of Section 82-4002, R.C.M., 1947, I herewith transmit to you the report of the Superintendent of Public Instruction covering the fiscal year ended June 30, 1973.

The 1973 fiscal year was most notable for the efforts of the Office of the Superintendent of Public Instruction to involve lay community people as well as teachers, administrators, trustees and other school personnel in educational planning. For many schools and communities, the year was one of both examination and evaluation to determine goals, needs and changes to improve the quality of education.

MAJOR ACCOMPLISHMENTS

- The School-Community Assistance Process, designed and developed by the office, was implemented in several Montana school districts. In these districts, educators and community members probed the educational needs and desirable directions for their schools to pursue in the quest for quality education.
- *A Guide to Help Montana School Districts Develop a Philosophy of Education* was prepared and disseminated to schools.
- The State Superintendent's office and available resources were committed to providing needed services and assistance to schools.
- Preparations were completed for five regional, inservice workshops involving thousands of teachers.
- Thousands of Montanans were surveyed in an effort to assist in identifying goals for education in the state.
- A regional-based leadership and service system for special education was developed for implementation in the 1973-74 school year.

The Honorable Thomas L. Judge
October 16, 1973
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- The State Superintendent's Annual Education Conference, with its theme, "Evaluating Staff Performance," reflected the intense interest and demand from lay citizens and educators alike for accountability.

Thus, a variety of initiatives were exerted by this office to serve the state's youth and adult population and provide effective management of Montana's educational structure.

Respectfully submitted,

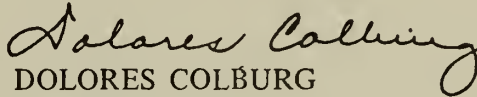

DOLORES COLBURG
State Superintendent

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PRINCIPAL OFFICERS AND OFFICES

Principal Officers

SUPERINTENDENT OF PUBLIC INSTRUCTION
AND EXECUTIVE OFFICER OF VOCATIONAL EDUCATION

Dolores Colburg

Assistant Superintendent

Harold Rehmer

Assistant Superintendent

L. E. Scarr

Principal Office Locations

State Capitol
Sam W. Mitchell Building
1300 Eleventh Avenue
1320 Bozeman Street

Helena, Montana 59601
Helena, Montana 59601
Helena, Montana 59601
Helena, Montana 59601

LEGAL REFERENCES

The program level operation of the Office of the Superintendent of Public Instruction is affected by more than 100 duties and responsibilities outlined in state statutes principally contained in Title 75 of the Revised Codes of Montana. In addition, many responsibilities are assumed by the office under the provision of federal statutes.

Generally speaking, the program levels of the office operate under the broad provision of Section 75-5707, R.C.M., which provides that the Superintendent of Public Instruction "shall have the general supervision of the public schools and districts of the state. . . ." In addition, Section 75-7303 provides that the Superintendent of Public Instruction is authorized to request, accept and expend federal funds available for the public schools and public education.

A listing of constitutional provisions and state statutes, as well as the program function or functions of the Office of the Superintendent of Public Instruction to which they apply, is included herein. A listing of pertinent federal laws also is included.

Constitutional Provisions	General Administration	General Support for Schools	Occupational Skills	Basic Skills	Development And Evaluation	Distribution of Public Funds
Article VI, Section 1	x					
Article VI, Section 15	x					
Article X, Section 1		x				x
Article X, Section 4	x					
Article X, Section 9	x					
Statutes						
32-4605	x			x		
75-5607	x					
75-5610	x					
75-5612	x					
75-5613	x					
75-5615	x					
75-5701-5704	x		x	x		
75-5705	x	x	x	x	x	x
75-5706	x	x	x	x	x	x
75-5707	x	x	x	x	x	x
75-5709-5711	x	x				
75-5932, 5933	x					
75-6002, 6003, 6005-6011	x			x		
75-6104	x			x		
75-6203, 6205, 6207	x					
75-6318	x	x				x
75-6319	x	x				x
75-6416	x	x				
75-6538 (6527)	x	x				
75-6533-6545	x	x				
75-6602-6605	x	x				
75-6608	x	x				
75-6702, 6704 (7209)	x	x				
75-6720 (5803)	x	x				
75-6721	x	x				
75-6725, 6729 (6723, 6728)	x	x				
75-6802	x	x				
75-6804 (5805)	x					
75-6806 (5809, 5934, 6705, 6710, 6719, 7520)	x	x				
75-6903, 6904 (6108, 6113)	x	x				
75-6908, 6917-6919	x	x				x
75-6920	x	x				x
75-6925	x	x				x
75-7005 (7002-7006, 7008, 7012, 7014, 7017-7020, 7022)	x	x				
75-7207 (8121)	x	x		x		
75-7303 (7212)	x	x	x	x	x	x
75-7306, 7307	x	x				x
75-7308	x					
75-7404, 7405	x			x		
75-7501, 7502	x			x		
75-7505, 7506	x	x	x	x	x	
75-7509	x			x		
75-7511	x			x		
75-7520	x	x				
75-7605, 7607, 7608	x					
75-7703 (7710)	x					
75-7707	x		x			
75-7714	x		x			
75-7803 (7802, 7804, 7806, 7808, 7810-7815, 7905)	x			x		x
75-7904-7906	x			x		x
75-8002-8004 (8005, 8007)	x					x
75-8112	x	x				
75-8129	x		x			
75-8206	x					
75-8303	x					
75-8310	x					
82-1008	x	x				
82-3101-3106	x					

LEGAL REFERENCES

FEDERAL STATUTES

<u>P.L. 73-167</u> , as amended :	Johnson O'Malley Act
<u>P.L. 79-396</u> , as amended :	National School Lunch Act
<u>P.L. 81-815</u> , as amended :	Federal Impact Aid
<u>P.L. 81-874</u> , as amended :	Federal Impact Aid
<u>P.L. 81-152</u> , as amended :	Federal Property and Administrative Services Act (Surplus Property)
<u>P.L. 85-864</u> , as amended :	National Defense Education Act, Title III
<u>P.L. 87-415</u> , as amended :	Manpower Development and Training Act
<u>P.L. 88-452</u> , as amended :	Economic Opportunity Act of 1964
Title II :	Follow Through
<u>P.L. 89-10</u> , as amended :	Elementary and Secondary Education Act of 1965
Title I :	Financial Assistance to Meet the Special Educational Needs of Educationally
:	Deprived Children
Title II :	School Library Resources, Textbooks and Other Instructional Materials
Title III :	Supplementary Educational Centers and Services
Title IV :	Cooperative Research
Title V :	Strengthening State Departments of Education
Title VII :	Bilingual Education
Title VIII :	Dropout Prevention
<u>P.L. 89-321</u> , as amended :	Food and Agriculture Act of 1965
<u>P.L. 89-329</u> , as amended :	Higher Education Act of 1965
<u>P.L. 89-642</u> , as amended :	Child Nutrition Act of 1966
<u>P.L. 89-750</u> , as amended :	Adult Education
<u>P.L. 90-35</u> , as amended :	Education Professions Development Act
Part B-1 :	Teacher Corps
Part B-2 :	Attracting and Qualifying Teachers to Meet Critical Teacher Shortages
Part D :	Urban Rural and Career Opportunities
Part E :	Training Programs for Higher Education Personnel
Part F :	Vocational Education Personnel Development
<u>P.L. 90-247</u> , as amended :	Title IV: General Provisions Concerning Education
<u>P.L. 90-576</u> , as amended :	Vocational Education Amendments of 1968
<u>P.L. 91-219</u> , :	Veterans' Education and Training Amendment Act of 1970
<u>P.L. 91-230</u> , Title VI :	Education of the Handicapped
<u>P.L. 91-527</u> , as amended :	Drug Education

PRINCIPAL GOALS

The Office of the Superintendent of Public Instruction exists to provide general supervision of the public schools of Montana. The Superintendent also maintains records pertaining to the state's schools which are based, in large part, on records received from school officials. In addition, the Superintendent extends the services, assistance and leadership necessary to improve the state's educational system. The goals of the State Superintendent promote optimum, equal and quality education for the benefit of the citizens of the state.

To advance optimum educational opportunities in Montana, the State Superintendent will

- work toward implementation of early childhood education in the elementary schools of the state to enhance social, motor and learning developments consistent with each child's needs;
- strengthen vocational education to provide Montanans increasing opportunity for the development of basic and vocational skills necessary to earn a livelihood;
- encourage statewide adoption of educational and instructional television to make accessible a variety of resources no single community can afford;
- seek greater coordination among pre-school, elementary, secondary and higher education programs to maximize Montana's investment in its educational system.

To provide equal educational opportunities in all Montana communities, the State Superintendent will

- inform Montana citizens of the need for effective school district organization and strive to gain statewide support for necessary district reorganization;
- examine and propose alternative funding structures to equalize financial support of Montana schools.

To attain and maintain quality education in Montana by refining and supplementing the existing educational resources and structure, the State Superintendent will

- continue to propose accreditation standards and procedures that encourage schools to go beyond minimum educational programs;
- cooperate with higher education institutions and local schools to improve teacher preparation, to develop new teacher education programs and to revise present teacher certification standards and procedures;
- establish a centralized library of resource materials that would be available for use by all Montana educators;
- accelerate the information services program to intensify support for and involvement in education by supplying more and better information to the public about educational needs and methods;
- improve and expand data processing capabilities to relieve Montana educators from time-consuming clerical tasks and to provide educators with comprehensive data relative to such key areas as curriculum planning, class scheduling and budgeting.

During the year, direction statements were developed by the staff to assist the State Superintendent in carrying out statutory responsibilities and established goals to improve the quality of education and increase educational opportunities for Montana's children, youth and adults. Thus, the State Superintendent, working cooperatively with others, will

- assist in the development of educational programs that contribute to the full human development of each person;
- generate methods and procedures to serve as guides for school districts in formulating their processes for staff evaluation;
- provide consultative services to school districts in planning and evaluation and will encourage school districts to conduct periodic reviews of their educational programs;
- implement means of fulfilling legal responsibilities of the office that are efficient, effective and creative and that complement established goals and directions;

PRINCIPAL GOALS

- develop alternatives for equitable and adequate school financing;
- refine reporting procedures required of school districts and will develop data-gathering, processing and reporting systems to serve educational needs;
- examine current requirements, practices and procedures for preparation and certification of school personnel and will propose alternative approaches;
- propose alternative approaches and means to bring about effective and efficient organization of Montana's school districts;
- implement management principles to provide an office organizational structure and environment which support and facilitate established goals and directions.

1. Planning for Regional, Inservice Workshops.

To provide five regional, inservice workshops for school teachers, administrators, trustees and other personnel in August 1973, a planning process was initiated to assess the specific needs of teachers and students in Montana school districts. Preparations were made for more than 700 workshop sessions to be conducted by staff of the State Superintendent's office and resource people identified by the staff. Preparation and planning for the workshop sessions were targeted on identified needs and designed to serve more than 5,000 teachers and other school personnel.

2. Educational Philosophy and Goals.

A Guide to Help Montana School Districts Develop a Philosophy of Education was prepared and distributed to all school districts. This booklet was developed to assist districts in considering what they want their schools to do for their children and, thereby, establish a base from which to measure quality and improvement of their educational programs.

3. Statewide Needs Assessment.

More than 7,000 Montanans were surveyed to identify goals for education in the state. This effort resulted in a list of 15 goals in order of priority. The staff started to design specific student objectives for each goal; i.e. statements of "what ought to be in Montana education." When the listing of objectives is complete, student performance will then be measured against each objective to determine "what is." Any discrepancies between "what ought to be" and "what is" will be identified as educational needs in Montana which should be redressed by new or expanded efforts in the schools.

4. Special Education Regional Services.

A regional-based leadership and service system for special education was developed for implementation in the 1973-74 school year. Utilizing the Governor's multi-county districting system, the state has been divided into five regions of approximately equal population, each with unique geographical features. Within each region, a council will be elected by local school district officials. Each council will be charged with the responsibility of planning and coordinating all special education services for handicapped children within its region, helping make decisions regarding the needs of the area, determining what allocations will be needed to meet those needs and what resources are available.

5. Competency-Based Teacher Education and Certification.

A pilot project to train and certify teachers upon the basis of their competencies rather than the number of hours of formal academic training and involving input from school districts and colleges was developed and is being conducted through Northern Montana College. Six selected school districts are cooperating in the project.

6. Services to Schools.

A large part of the State Superintendent's staff time and financial resources was committed during the year to train educational and lay community members in procedures for assessing, planning and evaluating their school programs. This effort was made primarily through a systematic approach, the School-Community Assistance Process, developed in the previous year by the staff. As well, supervisory personnel assisted many school districts to expand and improve their curricular offerings in

MAJOR ACCOMPLISHMENTS

numerous learning areas. Inservice training and curriculum improvements for teachers of mathematics were upgraded through a National Science Foundation program. Consistent with staff efforts exerted through the School-Community Assistance Process, the staff provided consultations on evaluations to 15 school districts and critiqued and designed evaluation instruments of federal projects in 10 additional districts. In addition, planning sessions were conducted for personnel of the migrant children education program. Personnel of this program also were provided assistance in the areas of development and evaluation. Also, members of staff were instrumental in encouraging schools to expand vocational education offerings and opportunities. As a result, a 19 percent increase in enrollment was experienced at the secondary, post-secondary and adult education levels.

7. School Bus Standards.

Higher safety standards for the transportation of students by school buses were approved by the Board of Public Education in order to comply with Standard 17 of the Highway Safety Act. The new standards, recommended by the State Superintendent, were adopted so as to provide the greatest degree of safety possible for about 51,000 students of the state who are transported to schools daily by bus.

8. Program Designations for Post-Secondary Vocational-Technical Centers.

A systematic approach to program assignment, training needs and responsibility was implemented during the year to prevent duplication of programs at the state's five post-secondary vocational-technical centers. Each center was assigned and charged with program responsibilities in specific cluster areas.

9. Vocational Education Program Accounting.

A streamlined system for program application, reporting and accounting was established for vocational education at the secondary school level.

10. School Food Services.

Units of study in nutrition education were designed for elementary school children. In addition, during the year the number of school lunch programs increased from 503 to 517 and the average number of children participating in school food services programs increased from 63,363 to 64,553.

11. Accounting Procedures.

All internal accounting procedures and practices of the State Superintendent's office were reviewed and revised in preparation for utilizing the Statewide Budgeting and Accounting System in the 1974 fiscal year. General supervision of all accounting functions was centralized. Through the utilization of the system for recording the distribution of all grant moneys for school districts, a number of hand-posted ledgers was eliminated. In addition, necessary steps were taken to join the Central Payroll System on July 1, 1973.

12. Internship Program.

A doctoral internship program was prepared for implementation in the 1974 fiscal year by the Research, Planning, Development and Evaluation program in cooperation with Montana State University. The internship program is designed to provide the participating student with actual on-the-job experience in the areas of educational planning and evaluation.

PROGRAM: GENERAL ADMINISTRATION

GOAL

Provide management and support services necessary to the operational core of the office for effective administration and improvement of education in Montana. Support services include such activities as budgeting, accounting, purchasing and inventory, employment services, information services and staff services.

OBJECTIVES

Anticipate and provide efficiently and economically the management tools needed to meet the increasing demands for service by the educational community of the state of Montana.

Supply information to the public and the educational community about educational needs, accomplishments and methods to generate greater understanding, involvement and support.

Use available financial resources to provide the staff of the State Superintendent's office with the staff services, supplies, equipment, office environment and financial accountability to meet its responsibilities in an effective and efficient manner.

ACHIEVEMENTS

"Evaluating Staff Performance" was the theme of the State Superintendent's Annual Education Conference conducted in Helena on March 26 and 27, 1973 for teachers, school officials and interested citizens. More than 500 persons attended the conference which was addressed by Dr. Robert Schrenker, a nationally recognized authority on evaluating staff performance. A number of successful panels composed of representatives of Montana education and the lay public on the aspects of the conference theme took place. Numerous materials on evaluation were disseminated to conference participants.

During the year, members of staff participated in the development of direction statements to guide the efforts of the State Superintendent's office. The activity concluded with staff planning sessions in May to explore concerns and suggestions regarding the direction statements and the working papers which augmented them. As a result, numerous recommendations pertaining to the management of the office and programs were prepared for the State Superintendent's consideration.

In October 1972, *Montana Schools*, distributed to teachers, school administrators and other interested persons monthly during the school year, was expanded to include "Profiles" and "Perspectives." "Profiles" provides timely information on the programs and activities of the State Superintendent's office of interest to educators. "Perspectives" furnishes the readers of *Montana Schools* with the State Superintendent's views and commentaries on educational issues and problems of special concern to Montana education.

PROGRAM: FINANCIAL AND GENERAL SUPPORT FOR SCHOOLS

GOAL

Administer, allocate and distribute state and federal moneys, resources and goods to school districts and compile school district expenditure and population data. Program areas include pupil transportation, state aid equalization, federal impact aid, school food services and audiovisual, library and other instructional resources.

OBJECTIVES

Apportion goods, moneys and resources among the school districts in the state in a timely and equitable manner.

Develop and refine school district financial and statistical reporting standards.

Collect and analyze educational statistics.

ACHIEVEMENTS

State aid equalization payments exceeding \$42.7 million were distributed to the state's school districts during the fiscal year. For the same period, transportation payments of more than \$1.4 million were distributed to school districts.

The staff reviewed 119 school lunch programs and conducted seven area workshops.

The staff approved 562 ESEA Title II projects for the purchase of library books and audiovisual equipment. In addition, 113 NDEA Title III projects were approved for the purposes of improving instruction in mathematics, the arts, music, foreign languages, history, civics, geography, reading, English, economics and industrial arts.

The audiovisual library staff processed more than 110,000 requests for films; 80,673 of these requests were filled.

PROGRAM: VOCATIONAL AND OCCUPATIONAL SKILLS

GOAL

Provide assistance to and supervise various vocational and occupational curricular areas and programs to improve opportunities for the citizens in Montana. Activities in this program focus on such areas as agriculture education, business education, career education, firefighters training, health occupations, home economics education, manpower training, marketing and distributive education, technical education, trade and industrial education, veterans' education and vocational guidance.

OBJECTIVES

Assist Montana educators by conducting conferences, workshops and visitations to develop effective methods for vocational education and administration.

Inform educators of federal and state money available for vocational programs, help eligible units develop projects and applications, and review and approve projects.

Develop study guides and instructional materials.

Assist in the coordination of teacher training programs.

Work with school-community groups and other agencies or organizations.

Promote more effective use of educational technology.

Conduct on-site field visits.

Make financial and statistical analyses of data affecting vocational education and opportunities in the state.

Develop and administer state plans for federally funded programs.

Achieve effective coordination of vocational and occupational education in the state.

ACHIEVEMENTS

The number of vocational education programs at the secondary and post-secondary levels continued to expand during the fiscal year. This expansion was due in part to the promotional efforts of personnel in the State Superintendent's office working with local school districts. Course offerings continued to grow in popularity among school administrators, teachers, students, industry and parents. Enrollments on the secondary, post-secondary and adult levels amounted to a 19% increase over the previous year. Continued emphasis was placed on meeting the needs of handicapped and disadvantaged persons both by assisting school districts and identifying causes and effects of disadvantage. Assistance was given to design programs as well as develop techniques that would integrate handicapped and disadvantaged students in the regular vocational education programs.

Communication with the directors and superintendents of the state's five vocational-technical centers was expanded to include assistant directors and guidance personnel of these schools. Thus, improvement was made regarding budgets, policies, elimination of program duplication, unified administrative policies and procedures as well as in the development of objectives and directions of the centers consistent with post-secondary vocational education goals of the state.

VOCATIONAL AND OCCUPATIONAL SKILLS (continued)

Ancillary services related to vocational education in such areas as vocational guidance, counseling, research, preservice and inservice teacher training, and curriculum planning and development were expanded. Staff effectiveness was improved through monthly activity coordination meetings and meetings to establish management goals and objectives by occupational area.

The program collaborated with the Montana Advisory Council for Vocational Education in the production of a public information program on vocational education which included 30- and 60-second television and radio spot announcements and a brochure which was printed and disseminated explaining secondary and post-secondary vocational-technical offerings throughout the state. Furthermore, the program gathered information on career education related to disciplinary areas which could be used by elementary, secondary and post-secondary instructors.

A concerted effort was made to improve program articulation between secondary, post-secondary and adult levels of vocational education. This effort was particularly successful between secondary and post-secondary programs as evidenced by a 29% increase over the previous year in the number of post-secondary vocational-technical students.

PROGRAM: BASIC SKILLS

GOAL

Provide assistance to local communities in assessing and improving the effectiveness of educational programs provided for youth in Montana school districts. Activities in this program focus on such areas as English, foreign languages, mathematics, music, reading, language arts, science, traffic and safety education, Indian education, drug education, education of the handicapped, education for the disadvantaged, innovative and exemplary programs, adult basic education, teacher education, certification and guidance and counseling.

OBJECTIVES

Assist Montana educators by conducting conferences, workshops and visitations to develop effective methods for classroom instruction and school administration.

Inform educators of federal and state moneys available for educational programs, help in the development of projects and applications, and review and approve projects.

Develop study guides and instructional materials.

Conduct accreditation reviews.

Assist in the coordination of teacher education programs.

Work with school-community groups and other agencies or organizations to promote improved educational programs.

Promote more effective use of educational technology.

Conduct on-site field visits.

Assist in the review of plans for new facilities.

Develop and administer state plans for federal programs.

Provide procedures for planning and evaluation of educational programs and personnel.

ACHIEVEMENTS

The staff administered various federally funded educational programs with a minimum of personnel and to the general satisfaction of the participating schools. The programs included ESEA Title I, ESEA Title III, career opportunities, education professions development, migrant children education, adult basic education, education of the handicapped, Indian education, follow through, traffic and safety education and the Educational Television Demonstration Project.

A drug education guide was developed and distributed to all Montana junior high and high schools. This guide assisted schools in complying with the requirements of Section 75-8904, R.C.M. 1947.

Revised and new regulations were implemented to assure fiscal and program accountability in the operation of special education programs in Montana. A tentative handbook for implementing the revised regulations was developed and distributed to Montana schools.

BASIC SKILLS (continued)

A unique National Science Foundation grant to support statewide inservice training and curriculum improvement in mathematics was administered. The branching effect of this project should result in improvements far beyond those possible by supervisory efforts toward individual school and individual district programs.

A guide which provides a systematic process schools may employ to develop an English curriculum tailored specifically to their individual needs was published and distributed to all public schools of the state.

PROGRAM DESCRIPTION

PROGRAM: RESEARCH, PLANNING, DEVELOPMENT AND EVALUATION

GOAL

Provide planning, evaluation and data processing services as a basis for more effective management of state and federal programs.

OBJECTIVE

Provide training and assistance in planning and evaluation for local school districts and the State Superintendent's staff.

Provide assistance to local school districts and the State Superintendent's staff in collecting and organizing data.

ACHIEVEMENTS

In addition to regular responsibilities for the preparation of evaluation instruments, the analysis of data, consultative services and technical assistance to school districts and the State Superintendent's staff, the staff contributed to numerous projects, proposals and programs including the education of the handicapped subprogram; ESEA Title I, Education Professions Development Act Part F, career education, the entry/exit/follow-up system for vocational education, and guidance and counseling.

The staff conducted two rounds of a modified DELPHI survey with original instruments designed to reach consensus on a set of goals.

Following a statewide needs assessment to identify goals for Montana education, a list of 15 goals in order of priority was established. The staff has started to construct measurable objectives for each of the goal areas. A summary of needs assessment activities was provided to the Educational Testing Service.

PROGRAM DESCRIPTION

PROGRAM: DISTRIBUTION OF PUBLIC FUNDS

Distribution of Public Funds is *not* a separate program within the operational and organizational structure of the State Superintendent's office. The amount of funds distributed to Montana school districts and institutions is listed in this category in order to distinguish between office administrative funds and "flow-through" funds.

The amounts listed for the various categories represent *actual* cash disbursements to eligible participants and may not agree with *approved* project amounts listed in other sections of this report. All funds for an approved project are not necessarily disbursed during the fiscal year in which that project received approval.

DISBURSEMENTS

A total of \$42,702,171 was distributed to the 576 school districts entitled to receive state equalization aid. In addition, state equalization aid money in the amount of \$43,500 was disbursed to the Twin Bridges High School District; \$11,808 was disbursed to nine school districts for state impact aid and \$26,300 was disbursed to eleven districts as bonus payments for consolidation and annexation. State interest and income money in the amount of \$7,909,413 was also distributed to eligible counties as prescribed by state law.

State transportation reimbursement moneys in the amount of \$1,414,466 were distributed to 464 school districts entitled to such reimbursement.

The amount of \$3,206,070 was distributed to fund ESEA Title I projects for disadvantaged children in school districts. In addition, \$361,375 was distributed for projects in state institutions for handicapped, neglected and delinquent children; also, \$565,773 was distributed for migrant children education.

The amount of \$40,969 was disbursed under ESEA Title II for library books to be shipped to local schools and educational agencies in the state. In addition, \$188,602 was distributed to school districts for library resource material.

A total of \$634,320 was distributed to fund ESEA Title III innovative educational projects in Montana.

A total of \$137,911 was distributed to schools under NDEA Title III to be used as matching funds for equipping and remodeling laboratories and classrooms in academic subject areas.

The amount of \$101,706 was distributed to fund special programs for handicapped children. In addition, a total of \$103,240 was expended to help train professional personnel for the education of handicapped children. This figure includes a special federal government grant from the University of Utah for \$42,390.

Under the Education Professions Development Act, \$315,952 was distributed for the training of new teachers and teachers aides and for local projects in drug education. This figure includes a special federal government grant for urban and rural schools.

The Indian education subprogram distributed \$1,010,195 in Johnson-O'Malley Act funds to kindergarten and other projects designed for Indian students.

For breakfast, lunch and milk programs, 590 schools were reimbursed \$2,147,500, plus state funds in the amount of \$84,805. Under nonfood assistance, schools were reimbursed \$69,848 for equipment needed to initiate school food services programs. Schools participating in food services programs received donated agricultural commodities totaling the equivalent dollar value of \$1,054,279 plus a cash distribution of \$207,233.

DISTRIBUTION OF PUBLIC FUNDS (continued)

The adult basic education subprogram distributed \$283,399 in federal funds to support adult basic education programs.

The manpower development training subprogram distributed \$476,802 in federal funds and \$40,530 in state funds to school districts, private schools and other approved training agencies for the support of manpower training programs.

The Vocational and Occupational Skills program disbursed \$1,670,620 in federal funds and \$2,235,000 in state funds for the support of vocational education programs in public school districts.

Approved driver education programs in local schools received state funds amounting to \$486,979.

PROGRAM EXPENDITURE SUMMARY

	<u>1972-73</u>	<u>1971-72</u>	<u>Increase (Decrease)</u>
General Administration	\$ 775,288	\$ 853,281	\$ (77,993) ^a
Financial & General Support for Schools	391,617	471,665	(80,048) ^a
Vocational & Occupational Skills	536,747	404,722	132,025 ^a
Basic Skills	1,109,432	1,291,124	(181,692) ^b
Academic & Professional Skills		27,575	(27,575) ^c
Research, Planning, Development & Evaluation	<u>171,201</u>	<u>105,538</u>	<u>65,663 ^d</u>
Subtotals — Expenditures for Operations	2,984,285	3,153,905	(169,620)
Transfers for Indirect Costs			
Financial & General Support for Schools	29,672		29,672
Vocational & Occupational Skills	143,601		143,601
Basic Skills	166,677		166,677
Research, Planning, Development & Evaluation	<u>30,525</u>		<u>30,525</u>
Subtotals — Administrative Operation	3,354,760	3,153,905	200,855
Distribution of Public Funds	<u>64,074,647</u>	<u>60,466,434</u>	<u>3,608,213 ^e</u>
Total Programs	<u>\$ 67,429,407</u>	<u>\$ 63,620,339</u>	<u>\$ 3,809,068</u>
Personal Services	\$ 1,907,221	\$ 2,001,966	\$ (94,745)
Operating Expenses	917,494	889,663	27,831
Equipment	<u>159,570</u>	<u>263,868</u>	<u>(104,298)</u>
Subtotals — Expenditures for Operations	2,984,285	3,155,497	(171,212)
Transfers for Indirect Cost	370,475		370,475
Local Assistance	8,318,075		
Grants	<u>55,756,572</u>	<u>60,464,842</u>	<u>3,609,805</u>
Total by Category	<u>\$ 67,429,407</u>	<u>\$ 63,620,339</u>	<u>\$ 3,809,068</u>
General Fund	\$ 21,761,301	\$ 21,586,496	\$ 174,805
Earmarked Revenue Fund	23,873,606	20,971,485	2,902,121
Federal & Private Revenue Fund	2,026,806	2,218,489	(191,683)
Federal & Private Grant Clearance Account	19,345,995	18,739,636	606,359
Revolving Fund	<u>421,699</u>	<u>104,233</u>	<u>317,466</u>
Total Funding	<u>\$ 67,429,407</u>	<u>\$ 63,620,339</u>	<u>\$ 3,809,068</u>

^aSubprogram expenditures for directors of Vocational & Occupational Skills and Basic Skills programs were included in the General Administration program in fiscal year 1972. The Surplus Property subprogram was moved to Vocational & Occupational Skills program in fiscal year 1973 from Financial & General Support for Schools.

^bFiscal year 1972 expenditures for the Basic Skills program include \$488,231 expended in local areas for Migrant Children Education and \$77,245 to purchase two driver education simulators for use in local school districts. Subprograms added in fiscal year 1973 were: Career Opportunity, National Science Foundation grant, Vocational-Education Professional Development, Education Technology Demonstration and Traffic Safety Education for the purchase of films for \$50,000.

^cAcademic & Professional Skills program was discontinued in fiscal year 1972 and the subprograms were absorbed by the Basic Skills program.

^dA planning and evaluation subprogram for Migrant Children Education was added in fiscal year 1973 and ESEA Title V carryover moneys were expended for an expansion of planning and evaluation activities.

^eAdditional state and federal funds were available for distribution to public schools.

